DOCUMENT RESUME

ED 260 745 JC 850 454

AUTHOR Hollins, Carol S.
TITLE Why They Don't Come Back: A Study of Non-Returning Students at John Tyler Community College, Winter 1985 to Spring 1985.
INSTITUTION John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE Jul 85
NOTE 54p.; For a related document, see JC 850 452.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Colleges; *Dropouts; *Enrollment Influences; Full Time Students; *Participant Satisfaction; Part Time Students; Questionnaires; School Surveys; Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

ABSTRACT

In spring 1985, a study was conducted at John Tyler Community College (JTCC) to gather information from former students who were enrolled in winter 1985, but did not return in spring 1985. The study focused on students' primary goal for enrolling, whether that goal was achieved, reasons for withdrawal, current occupations, and plans for returning to JTCC. In addition to the 150 full-time students who dropped out between winter and spring 1985, 263 non-returning part-time students were also surveyed. Study findings, based on a 42% response rate, included the following: (1) proportionately, males tended to drop out at a higher rate than females; (2) a much greater proportion of black full-time students dropped out compared to their representation in the population; (3) Electronics, Data Processing, Management, Business Administration, Human Services, and pending curriculum were the areas with the largest percentage of full-time dropouts; (4) full-time students tended to give "pursuit of a degree, certificate, or diploma" as their educational goal, while part-time students cited "taking one or more job-related courses"; (5) 70% of the respondents were working at the time of the survey; and (6) 77% of the former students planned to return to JTCC. Recommendations were developed based on study findings for reducing student attrition. Former student comments and the questionnaire are included. (Author/AYC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED260745

# WHY THEY DON'T COME BACK

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. S. Hollins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

A [illegible]

Jo[illegible]

JC 850 454

# WHY THEY DON'T COME BACK:

## A Study of Non-Returning Students at John Tyler Community College

Winter 1985 to Spring 1985

Carol S. Hollins
Coordinator of Institutional Research

Conducted by
The Office of Institutional Research
July, 1985

TABLE OF CONTENTS


| | Page |
|---|---|
| List of Tables | v |
| Executive Summary | ix |
| Introduction | 1 |
| Review of Related Literature on Student Retention | 3 |
| Definition of Terms | 7 |
| Methodology | 8 |
| Analysis | 9 |
| Comments by Non-Returning Students | 29 |
| Findings and Recommendations | 39 |
| References | 41 |
| Appendix | 44 |

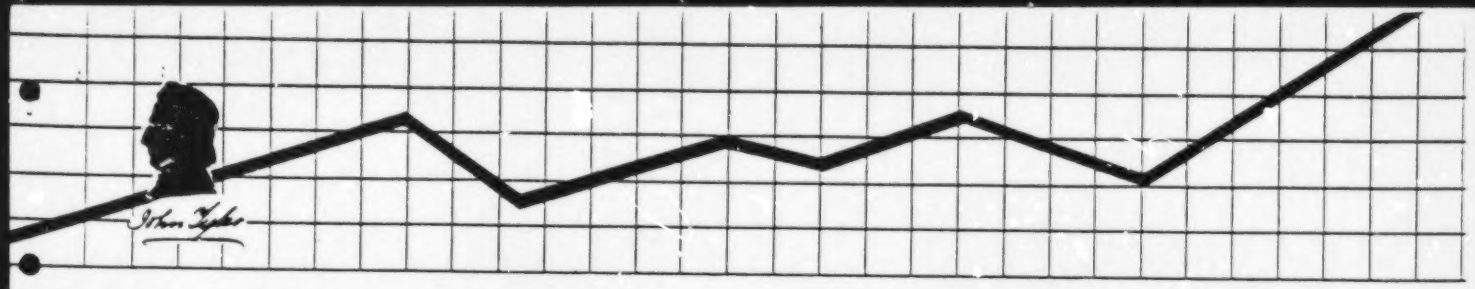
LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1 | Non-Returning Students by Sex | 9 |
| 2 | Non-Returning Students by Race | 9 |
| 3 | Non-Returning Students by Attendance Status | 10 |
| 4 | Non-Returning Students by Jurisdiction | 10 |
| 5 | Non-Returning Students by Curriculum | 11 |
| 6 | Full-Time Non-Returning Students by Sex | 12 |
| 7 | Full-Time Non-Returning Students by Race | 12 |
| 8 | Full-Time Non-Returning Students by Jurisdiction | 13 |
| 9 | Full-Time Non-Returning Students by Curriculum | 14 |
| 10 | Part-Time Non-Returning Students by Sex and Race | 15 |
| 11 | Non-Returning Respondents by Sex | 16 |
| 12 | Non-Returning Respondents by Race | 16 |
| 13 | Non-Returning Respondents by Attendance Status | 17 |
| 14 | Hours of Part-Time Students Last Quarter Enrolled | 17 |
| 15 | Non-Returning Respondents by Age | 19 |
| 16 | Non-Returning Respondents by Curriculum | 20 |
| 17 | Attendance Status of Non-Returning Students by Primary Goal | 21 |
| 18 | Attendance Status of Non-Returning Students by Extent To Which Courses Assisted Student In Achieving Goal | 22 |
| 19 | Attendance Status of Non-Returning Students By Satisfaction With Educational Experience | 23 |
| 20 | Rank Order of Reasons Why Students Did Not Come Back By Full-Time/Part-Time | 24 |
| 21 | Attendance Status of Non-Returning Students By Current Occupation | 26 |
| 22 | Attendance Status of Non-Returning Students By Promotion | 27 |

LIST OF TABLES (Continued)


| Table | | Page |
|---|---|---|
| 23 | Attendance Status of Non-Returning Students By School Status | 27 |
| 24 | Attendance Status of Non-Returning Students By Work Status | 28 |
| 25 | Attendance Status of Non-Returning Students By Plans To Return | 29 |

# EXECUTIVE SUMMARY



Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 85-7 July 22, 1985

# WHY THEY DON'T COME BACK:
## A Study of Non-Returning Students
## Winter 1985 - Spring 1985

John Tyler Community College conducts an annual investigation of students who leave after one or more quarters of study in order to: (1) determine the students' primary goal for enrolling; (2) evaluate whether their goals were achieved; (3) ascertain reason(s) for their withdrawal; and (4) determine their current occupations and whether they plan to return in the future.

The Office of Institutional Research receives a printout each quarter of the regular session from the Computer Center of all students who were enrolled the previous quarter and did not return the current quarter. A total of 1,705 students was identified as non-returning between the Winter and Spring Quarters 1985.

Because of a special interest in full-time students who drop out, the decision was made to include each one in the sample (N=150). In addition, a systematic random sample of every fifth part-time student on an alphabetized roster was selected (N=263). Each of these students was mailed a single-sided questionaire consisting of thirteen items. The mailed instrument generated only a 13.3 percent response rate. Follow-up efforts were limited to telephone calls made over a three-week period, which boosted the response rate to 42 percent.

Below is a list of principal findings and recommendations for this study:

1. Proportionately, males tended to drop out at a higher rate than females, especially full-time males.

2. A much greater proportion of black full-time students dropped out compared to their representation in the population.

3. The City of Petersburg had more full-time drop-outs (proportionately) than any other city or county.

4. Curricula areas with the largest percentage of full-time dropouts were: Pending Curriculum, Electronics, Data Processing, Management, Business Administration, and Human Services.

5. Unclassified students accounted for over half of all students who dropped out. Overall, a large number of curricula students were enrolled in: Data Processing, Management, Business Administration, and Electronics.

6. Over half of the part-time student drop-outs who responded indicated that when they were last enrolled they were taking one 3-hour course.

7. Full-time students who dropped out tended to give "pursuit of a degree, certificate, or diploma" as their goal, whereas part-timers cited "taking one or more job-related courses."

8. Almost three-fourths of the students who responded to the survey said that their courses were helpful and they were satisfied with their educational experience, 80 percent of whom were part-time students and 53 percent who were full-time.

9. While almost 70 percent of the former students said they are working on a full- or part-time basis, only 5 percent said they are in school (full- or part-time). An additional 14 percent said they are unemployed while the remainder did not address this item.

10. Of those working, 60 percent said they are full-time. However, only 6 percent said they had received a promotion due to courses completed at the College.

11. Overall, 77 percent of the former students said they plan to return to JTCC. This number includes 73 percent of full-time students and 80 percent of the part-timers.

12. When asked to describe ways in which JTCC might improve its programs and services, several respondents said "offer more courses at Watkins Annex," "reduce course cancellations," and "offer a more flexible schedule (days and times)."

Following are <u>recommendations</u> based on the findings above:

1. That the Division Chairmen and Counseling Center staff evaluate the extent to which GENL 100 (Orientation) has been successful in providing students with information they need to do college work. (It may be that each department should consider supplementing the Orientation course by providing relevant information in one or two of its introductory courses.)

2. That the Dean of Academic and Student Services consider strengthening the College's Early Alert System by establishing an Early Alert Task Force. This group could be comprised of a small number of persons on the Retention Standing Committee.

3. That the College investigate creative ways to strengthen advising and scheduling by implementing as many recommendations as possible from the two task force reports on Student Advising and Class Scheduling.

4. That the development of a Student Tracking System become a collegewide priority item, especially for full-time students, utilizing the expertise of counselors and faculty.

5. That the College contact <u>every</u> student who drops/stops out to (1) determine if they were satisfied with the College's programs and services; and (2) provide information concerning new courses, programs, and services. The implementation of this task will require delegation to an office that has support staff and electronic data processing capability.

WHY THEY DON'T COME BACK:
A Study of Non-Returning Students
at John Tyler Community College
Winter 1985 to Spring 1985

## Introduction

College student attrition is a single issue that has received a great deal of attention by educators throughout this country and abroad. Discussions have heightened in recent years primarily because of a decline in the pool of traditional college-age students (ages 18-24) coupled with the need to document educational outcomes. In light of a general decrease in the number of students attending college and declining revenue, there have been many attempts to design strategies to increase a college's "holding power" or at least to retain students until they have achieved their educational goals. Most studies report that students leave when their goals are uncertain, when they receive little attention from significant college personnel, and when personal and academic problems go unresolved (Heston, 1978). It is felt that an improvement in the delivery of critical support services will positively affect student retention, especially in a community college setting.

John Tyler Community College, a public, comprehensive community college, has an attrition rate approximating 40 to 45 percent each quarter. Much of this can be attributed to unclassified students who are attempting to develop or upgrade job skills. "Stopping out" is a very common phenomenon in the community college with a large proportion of nontraditional students choosing to drop in and out. For these students, taking a course interspersed with work and family commitments

is the best way to meet both their educational goals and satisfy home/work commitments.

In an effort to better understand attrition at JTCC, the College conducts an annual survey of students who have dropped or stopped out between quarters. This year's survey was conducted using students who failed to return Spring Quarter 1985 after having been enrolled Winter Quarter 1985. The population of non-returning students included 150 full-time and 1,555 part-time students, or a total of 1,705.

A number of persons assisted in the completion of this project. Special thanks are extended to Margaret Perkins, a student enrolled in Sociology 299, who devoted an enormous amount of time conducting the literature review, making follow-up telephone calls to non-respondents, and analyzing portions of the data; Bob Deverick, Assistant Professor of Sociology for referral of the student assistant and use of the study as an independent study project; and Marlene Jinkins who typed the report and completed the sections on Student Comments, Employers of and Educational Institutions attended by former students.

We invite suggestions and comments in order to improve future administrations of this survey.

## REVIEW OF RELATED LITERATURE ON STUDENT RETENTION

As college tuition costs rise and authorities project federal funding cutbacks, the ongoing problem concerning the retention of students threatens to escalate. The community colleges face much greater challenges today than at the time of their conception in organizing and providing an atmosphere that succeeds for the student, faculty, and administration. "Institutions must...function creatively, using all their tools and assets in order to meet the fiscal, educational, and enrollment challenges that will be present throughout" the rest of this decade (Miller, 1982). This indicates the serious consideration of innovative ideas and the alteration of certain areas within the system.

"Estimates of attrition from colleges range from fifty to seventy percent; it is obvious that total enrollment could be enhanced by retaining even a small number of those students" (Rounds, 1984). A number of studies reveal considerable progress made by implementing programs geared toward the high-risk student, who the community college attracts in large numbers. Being high-risk refers not only to poor preparation for college level courses, but also to the fact that most students work or have family responsibilities that demand premium time, or both (Kiem, 1981). Clayton Bell, Jr., believes "attrition rates can be reduced if students who are experiencing academic difficulties can be more adequately served" (Bell, 1983). Adequately serving these students involves faculty, counseling staff, and the learning center working together to provide support services that intervene before irrevocable damage occurs. The following example describes a program that uses this philosophy to assist students and perhaps retain would-be dropouts.

> At Carson-Newman College, Jefferson City, Tennessee, the counseling staff, in conjunction with other faculty and staff members, participate in a program...called Project Retain. The purpose of the project is to provide a "check-in" interview with students who have indicated a desire to transfer, are continually absent from classes, or are seriously considering dropping out of school altogether (Watkins, 1981).

In this case, as the faculty and staff learn of potential drop-outs, the counseling center is notified and a letter is mailed to the students, setting up an appointment at their convenience." The College provides "them with a place where they can discuss, fully explore, and talk openly about the decisions they are making or may have already made."

The University of Utah offers a three-credit, 11-week, learning-skills course through the Department of Educational Psychology.

> The course content consists of skill areas that have been generally associated with the improvement of study behavior, including time management, assessment of proper study environment, note taking, textbook reading, test preparation, and test taking.... Students are taught to focus on and correct those areas and stages of the studying process with which they were experiencing difficulty (Behrman, 1984).

The school conducted a study to measure the benefits derived from this learning-skills course which included using a control group. The results supported the "study's main hypothesis that a structured learning-skills intervention can have positive short- and long-term effects on academic performance. An important difference between the learning-skills students... was that on the average the learning-skills experimental group members...left the university in better academic standing than control students who took similar action." Undoubtedly, a four-year institution has the means to support this type

of course, but the evidence implies success which the community college must strive for. "Again and again the research and recommendations focus on the critical need for early identification and early intervention to prevent heavy attrition of students at the community colleges" (Rounds, 1984).

In another study, the effects of an intensive orientation program produced favorable results. Compared to the control group, the students who were enrolled in the course "were more aware of college counseling services and were more likely to use them" (Prola and Stern, 1984). This would help counteract the problem of "students who drop out" and "generally don't consult with faculty or a counselor prior to dropping." This particular orientation course helped the "students integrate into the ongoing life of the college... and provided them with emotional and social linkages that stimulate them to remain in college and become leaders on campus" (Prola, 1984). This study and "a number of other important studies have identified the quality of social interaction and integration of the student within the college environment as a major factor in determining his or her dropout potential" (Bynum and Thompson, 1983).

Student performance is a complex phenomenon and many factors play into a student's decision to remain in school or leave for other endeavors. Even informal contacts with faculty members outside the classrooms" has an effect on retention according to Rounds (1984). "Persisters reported a greater frequency of encouragement" from teachers "than did those who left college" (Melton, et al, 1984). This simple example is on one end of the spectrum while "intrusive counseling rather than passive counseling" (Rounds, 1984) involving intensive orientation

classes and learning-skills courses, is on the other end. Whatever the correct solutions are, and there are many, it is time to seriously consider Keim's remarks that "the real explanations for students dropping out of college are most likely poor teaching, poor advisement, poor academic preparation, or incompatibility with the college." Although there are many variables surrounding students over which a college has no control, most of these are ones that community colleges are in business to do well, i.e., to provide good teaching, sound advising, and basic/study skills development.

MOST IMPORTANT FACTORS INFLUENCING STUDENT RETENTION
(IN RANK ORDER)

| CAMPUS CHARACTERISTIC | AVERAGE RATING |
|---|---|
| Negative | |
| Inadequate academic advising | 3.01 |
| Inadequate curricular offerings | 2.80 |
| Conflict between class schedule and job | 2.77 |
| Inadequate financial aid | 2.66 |
| Inadequate counseling support system | 2.58 |
| Inadequate extracurricular offerings | 2.58 |
| Positive | |
| Caring attitude of faculty and staff | 4.28 |
| High quality of teaching | 3.91 |
| Adequate financial aid | 3.66 |
| Student involvement in campus life | 3.30 |
| High quality of advising | 3.23 |
| Dropout-prone | |
| Low academic achievement | 4.46 |
| Limited educational aspiration | 4.09 |
| Indecision about major/career goal | 3.93 |
| Inadequate financial resources | 3.64 |

Note: Figures are average ratings given by respondents on a scale of one (low) to five (high).

Source: Philip E. Beal and Lee Noel, "What Works in Student Retention," NASPA Forum, Vol. 1, No. 2, September 1980.

## DEFINITION OF TERMS

Below is a list of terms specific to this study; definitions are provided to assure mutual interpretations of the information that follows.

1. Retention - uninterrupted pursuit of one or more courses at the same institution or resuming one's studies after a period of withdrawal.
2. Attrition - failure to enroll in one or more courses in quarterly succession.
3. Dropout - an individual who leaves the college and does not return for additional study.
4. Stopout - an individual who leaves the college but returns at a later time.
5. Persister - one who enrolls in one or more courses at the college without interruption.

## METHODOLOGY

The Office of Institutional Research receives a print-out each quarter from the Computer Center of all students who were enrolled the previous quarter and did not return in the current quarter. A series of demographic data are included for each student (sex, race, curriculum, full/part-time, jurisdiction, and telephone number). The Non-Returning Students Report was amended (Spring 1985) to include cumulative hours, cumulative grade point average, and student status (good standing, warning, probation, etc.). A total of 1,705 students was identified as non-returning between the Winter and Spring Quarters 1985.

Because of a special interest in full-time students who drop out, the decision was made to include each one in the sample (N=150). In addition, a systematic random sample of every fifth part-time student on an alphabetized roster was selected (N=263). Each of the students was mailed a single-sided questionnaire (see Appendix). The mailed instruments generated only a 13.3 percent response rate. Follow-up procedures were limited to telephone calls made over a three-week period, which boosted the response rate to 42 percent.

RESPONSE RATE

| SAMPLE | N |
|---|---|
| Full-timers (All) | 150 |
| Part-timers (20%) | 263 |
| Total | 413 |

| RETURNS | N | % |
|---|---|---|
| Mailing | 55 | 13.3 |
| Telephone | 118 | 28.5 |
| Total | 173 | 41.8 |

Data were key-punched and analyzed using SAS (Statistical Analysis System). The analysis was limited to frequencies and cross tabulations only due to small expected cell frequencies in many cases. Although charts were generated using SAS, graphs and charts in this report were developed using CHARTPACK on the IBM Displaywriter.

TABLE 1
NON-RETURNING STUDENTS
BY SEX
WINTER 1985 to SPRING 1985
(N=1,705)

| SEX | N | PCT |
|---|---|---|
| Male | 775 | 45 |
| Female | 930 | 55 |
| Total | 1,705 | 100 |

Table 1 above gives the distribution by sex of non-returning students between Winter Quarter 1985 and Spring 1985. As shown, males and females comprise 45 and 55 percent, respectively, of all non-returning students. Proportionately, males tended to drop out at a higher rate than females since males make up only about 38 percent of all students and females comprise 62 percent.

TABLE 2
NON-RETURNING STUDENTS
BY RACE
WINTER 1985 to SPRING 1985
(N=1,705)

| RACE | N | PCT |
|---|---|---|
| White | 1,360 | 80 |
| Black | 303 | 18 |
| Other | 42 | 2 |
| Total | 1,705 | 100 |

The distribution of non-returning students by race is shown in Table 2. Of the 1,705 students who did not return, 80 percent were white, 18 percent were black, and 2 percent were classified in another race category. This breakdown compares favorably with the overall student body distribution by race: 77 percent are white, 20 percent are black, and 3 percent "other."

TABLE 3
NON-RETURNING STUDENTS
BY ATTENDANCE STATUS
WINTER 1985 to SPRING 1985
(N=1,705)

| ATTENDANCE STATUS | N | PCT |
|---|---|---|
| Full Time | 150 | 9 |
| Part Time | 1,555 | 91 |
| Total | 1,705 | 100 |

Table 3 gives the summary of non-returning students by attendance status. As shown, 91 percent of all non-returning students were part-time while only 9 percent were full-time. The large percentage of part-timers is consistent with an increase in part-time students at the College and the tendency for such students to "stop out" at frequent intervals in pursuit of college work.

TABLE 4
NON-RETURNING STUDENTS
BY JURISDICTION
WINTER 1985 to SPRING 1985
(N=1,705)

| JURISDICTION | N | PCT |
|---|---|---|
| Amelia | 31 | 2 |
| Charles City | 3 | * |
| Chesterfield | 682 | 40 |
| Dinwiddie | 83 | 5 |
| Prince George | 79 | 5 |
| Surry | 5 | * |
| Sussex | 34 | 2 |
| Colonial Heights | 122 | 7 |
| Hopewell | 139 | 8 |
| Petersburg | 167 | 10 |
| Richmond | 182 | 11 |
| Special | 38 | 2 |
| TOTAL IN SERVICE AREA | 1,565 | 92 |
| TOTAL OUT OF SERVICE AREA | 107 | 6 |
| TOTAL OUT OF STATE | 33 | 2 |
| GRAND TOTAL | 1,705 | 100 |

*Less than 1 percent

Non-returning students by jurisdiction is displayed in Table 4. The locales of students who drop out is very similar to that of the College's student body. Almost half are from Chesterfield County while a similar percentage is from the four cities (Colonial Heights, Hopewell, Petersburg, and Richmond).

TABLE 5
NON-RETURNING STUDENTS
BY CURRICULUM
WINTER 1985 to SPRING 1985
(N = 1,705)

| CURRICULUM | ENROLLED WINTER '85 | NON-RETURN SPRING '85 | ATTRITION RATE |
|---|---|---|---|
| Accounting | 72 | 21 | 29% |
| Air Conditioning/Refrigeration | 1 | 0 | 0% |
| Architecture | 45 | 18 | 40% |
| Audit | 9 | 3 | 33% |
| Automotive Diagnosis & Tune-Up | 4 | 0 | 0 |
| Automotive | 54 | 12 | 22% |
| Beverage Marketing | 25 | 4 | 16% |
| Building Construction | 7 | 4 | 57% |
| Business Administration | 140 | 42 | 30% |
| Business Management | 238 | 79 | 33% |
| Career Exploration | 29 | 17 | 59% |
| Career Studies | 3 | 2 | 67% |
| Child Care | 75 | 41 | 55% |
| Clerk Typist | 31 | 10 | 32% |
| Computer Programming | 291 | 102 | 35% |
| Developing Skills | 243 | 142 | 58% |
| Education | 28 | 6 | 21% |
| Electronics | 166 | 44 | 27% |
| Funeral Service | 72 | 8 | 11% |
| General Engineering | 87 | 21 | 24% |
| General Studies | 65 | 14 | 22% |
| High School Student | 58 | 46 | 79% |
| Human Services | 74 | 18 | 24% |
| Instrumentation | 13 | 2 | 15% |
| Liberal Arts | 26 | 7 | 27% |
| Machine Shop Operations | 16 | 6 | 38% |
| Mental Health | 11 | 3 | 27% |
| Nursing | 12 | 27 | 22% |
| Pending Curriculum | 173 | 95 | 55% |
| Personal Satisfaction | 330 | 164 | 50% |
| Police Science | 64 | 17 | 27% |
| Restricted Enrollment | 182 | 26 | 14% |
| Science | 27 | 7 | 26% |
| Secretarial Science | 71 | 25 | 35% |
| Teacher Aide | 10 | 4 | 40% |
| Transfer | 54 | 24 | 44% |
| Transient | 16 | 7 | 44% |
| Upgrading Skills | 859 | 630 | 73% |
| Welding | 15 | 7 | 47% |
| TOTAL | 3,805 | 1,705 | 454 |

Source: Non-Returning Student Report, Spring 1985 (ADM 788)

Table 5 gives a list of curricula offerings at the College, the number of students who were enrolled Winter 1985, non-returning students in the Spring, and the attrition rates. A cursory review indicates that unclassified students had the highest drop out/stop out rates.

TABLE 6
FULL-TIME NON-RETURNING STUDENTS
BY SEX
WINTER 1985 to SPRING 1985
(N = 150)

| SEX | N | PCT |
|---|---|---|
| Male | 82 | 55% |
| Female | 68 | 45% |
| TOTAL | 150 | 100% |

The percentage of non-returning males who are full-time outnumber the percentage of males in the non-returning student population and in the entire student body (see Table 6). On the other hand, non-returning full-time females comprised only 45 percent compared to 55 percent of all students who dropped out.

TABLE 7
FULL-TIME NON-RETURNING STUDENTS
BY RACE
WINTER 1985 to SPRING 1985
(N=150)

| RACE | N | PCT |
|---|---|---|
| White | 72 | 48% |
| Black | 73 | 49% |
| Other | 5 | 3% |
| TOTAL | 150 | 100% |

Table 7 gives full-time non-returning students by race. In comparison to the total non-returning population and the overall student body, a much greater proportion of black full-time students dropped out between the Winter 1985 and Spring 1985 quarters. Full-time students who were white represented 48 percent of all full-timers compared to 80 percent of non-returning students overall. On the other hand, full-time students who were black comprised 49 percent of the full-time students compared to 18 percent of the non-returning student population. "Other race students represented 3 percent of the full-time non-returning students and 2 percent of the non-returning students overall.

TABLE 8
FULL-TIME NON-RETURNING STUDENTS
BY JURISDICTION
WINTER 1985 to SPRING 1985
(N = 150)

| JURISDICTION | N | PCT |
|---|---|---|
| Amelia | 1 | 1 |
| Charles City | 1 | 1 |
| Chesterfield | 45 | 30 |
| Dinwiddie | 5 | 3 |
| Prince George | 7 | 5 |
| Surry | 0 | 0 |
| Sussex | 0 | 0 |
| Colonial Heights | 17 | 11 |
| Hopewell | 15 | 10 |
| Petersburg | 30 | 20 |
| Richmond | 11 | 7 |
| Special | 11 | 7 |
| TOTAL IN SERVICE AREA | 143 | 95 |
| TOTAL OUT OF SERVICE AREA | 6 | 4 |
| TOTAL OUT OF STATE | 1 | 1 |
| GRAND TOTAL | 150 | 100 |

Full-time non-returning students by jurisdiction is shown in Table 8. Each of the areas where full-time non-returning students came from is proportionate to that in the population with the exception of the following cities: Colonial Heights, Hopewell, and Petersburg. Especially large is the percentage of full-time students who did not return from Petersburg compared to the total group.

TABLE 9
FULL-TIME NON-RETURNING STUDENTS
BY CURRICULUM
WINTER 1985 to SPRING 1985
(N = 1,705)

| CURRICULUM | N | PCT |
|---|---|---|
| Accounting | 1 | * |
| Architecture | 4 | 3 |
| Automotive | 4 | 3 |
| Beverage Marketing | 3 | 2 |
| Building Construction | 1 | * |
| Business Administration | 11 | 7 |
| Business Management | 13 | 9 |
| Career Exploration | 1 | * |
| Career Studies | 1 | * |
| Child Care | 5 | 3 |
| Clerk Typist | 4 | 3 |
| Computer Programming | 15 | 10 |
| Developing Skills | 1 | * |
| Electronics | 16 | 11 |
| Funeral Service | 3 | 2 |
| General Studies | 3 | 2 |
| Human Services | 10 | 7 |
| Instrumentation | 1 | * |
| Liberal Arts | 4 | 3 |
| Machine Shop | 3 | 2 |
| Nursing | 6 | 4 |
| Pending Curriculum | 17 | 11 |
| Personal Satisfaction | 4 | 3 |
| Police Science | 2 | * |
| Restricted Enrollment | 4 | 3 |
| Science | 2 | 1 |
| Secretarial Science | 4 | 3 |
| Teacher Aide | 1 | * |
| Transfer | 3 | 2 |
| Upgrading Skills | 2 | 1 |
| Welding | 1 | * |
| TOTAL | 150 | 95 ** |

* Less than 1 percent
** Rounding Error

Table 9 gives full-time non-returning students by curriculum. Those areas with the largest percentage of dropouts who were full-time were: Pending Curriculum, Electronics, Computer Programming, Business Management, Business Administration, and Human Services.

TABLE 10
PART-TIME NON-RETURNING STUDENTS
BY SEX AND RACE
WINTER 1985 to SPRING 1985
(N = 1,555)

| SEX | RACE | N | PCT |
|---|---|---|---|
| MALE | White | 569 | 82 |
| | Black | 102 | 15 |
| | Other | 22 | 3 |
| | Total | 693 | 100 |
| FEMALE | White | 715 | 83 |
| | Black | 132 | 15 |
| | Other | 15 | 2 |
| | Total | 862 | 100 |
| TOTAL | White | 1,284 | 83 |
| | Black | 234 | 15 |
| | Other | 37 | 2 |
| | Total | 1,555 | 100 |

Table 10 gives the breakdown of part-time non-returning students by sex and race. The "totals" indicate that whites comprise 83 percent of all part-time dropouts, which is proportionately larger than the total population. (Whites make up 77 percent of the total student body.) Conversely, blacks who were part-time and failed to return made up 15 percent of all part-timers compared to about 20 percent of the total student body. "Other" race students represented 2 percent of the non-returning part-timers and comprise about 3 percent of the student body.

TABLE 11
NON-RETURNING RESPONDENTS
BY SEX
(N=173)

| SEX | N | PCT |
|---|---|---|
| Male | 81 | 47 |
| Female | 84 | 48 |
| No Response | 8 | 5 |
| Total | 173 | 100 |

Of those former students who responded to the survey instrument, shown above in Table 11 is the distribution by sex: 81 or 47 percent were male, 84 or 48 percent were female, and 8 or 5 percent did not respond to this item.

TABLE 12
NON-RETURNING RESPONDENTS
BY RACE
(N=173)

| RACE | N | PCT |
|---|---|---|
| White | 133 | 77 |
| Black | 30 | 17 |
| Other | 1 | 1 |
| No Response | 9 | 5 |
| Total | 173 | 100 |

Table 12 shows the non-returning respondents by race. The distribution is similar to that of the total population and the College's student body: 133 or 77 percent were white, 30 or 17 percent were black, and 1 or 1 percent gave "other." Nine persons or 5 percent did not address this item.

TABLE 13
NON-RETURNING RESPONDENTS
BY ATTENDANCE STATUS
(N=173)

| ATTENDANCE STATUS | N | PCT |
|---|---|---|
| Full-Time | 56 | 32 |
| Part-Time | 114 | 66 |
| No Response | 3 | 2 |
| Total | 173 | 100 |

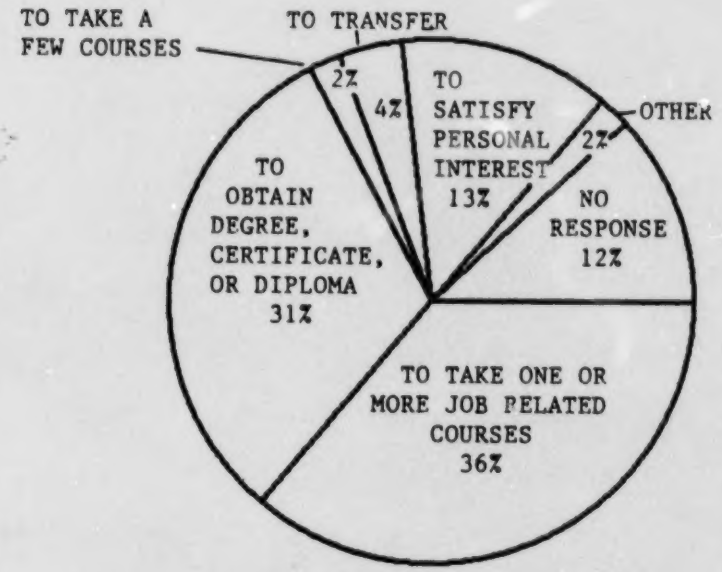
Because of the earnest attempt that was made to reach full-time students, the sample represents a greater proportion than that in the population as well as the total student body. Table 13 indicates that 56 or 32 percent of the non-returning respondents were full-time, 114 or 66 percent were part-time, and 3 or 2 percent gave no response to this item. Of the 1,705 students who failed to return to the College during the Spring Quarter, 9 percent were full-time and 91 percent were part-time. Collegewide, about 20 percent of all students are full-time, and 80 percent are part-time.

TABLE 14
HOURS OF PART-TIME STUDENTS
LAST QUARTER ENROLLED
(N=90)

| HOURS | N | PCT |
|---|---|---|
| 1 | 3 | 3 |
| 2 | 4 | 4 |
| 3 | 51 | 57 |
| 4 | 9 | 10 |
| 5 | 9 | 10 |
| 6 | 5 | 6 |
| 7 | 5 | 6 |
| 8 | 0 | 0 |
| 9 | 1 | 1 |
| 10 | 0 | 0 |
| 11 | 1 | 1 |
| 12 | 2 | 2 |
| Total | 90 | 100 |

Of the part-time students who responded, over half said they were enrolled in one 3-hour course (57 percent). Table 14 shows that varying numbers and percentages chose credits ranging from 1 to 12.

NON-RETURNING STUDENTS'
PRIMARY GOAL IN ATTENDING JOHN TYLER COMMUNITY COLLEGE




---

ATTENDANCE
STATUS

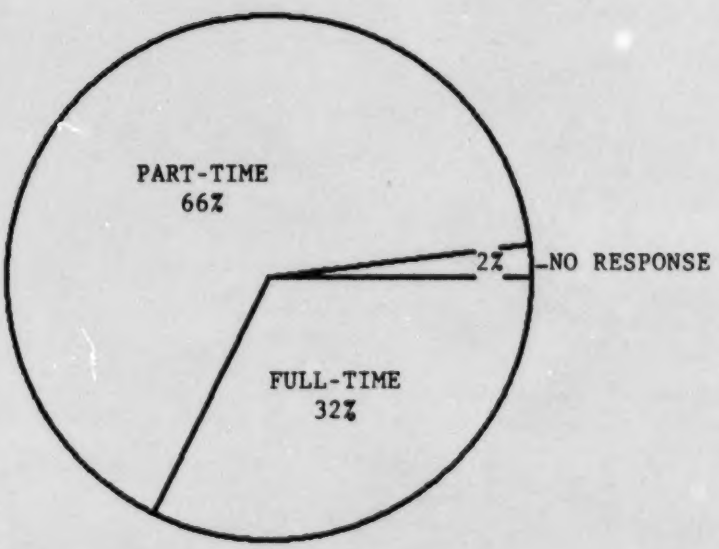


TABLE 15
NON-RETURNING RESPONDENTS
BY AGE
(N=173)

| AGE | N | PCT |
|---|---|---|
| Less than 25 years old | 51 | 29 |
| 25-35 years old | 38 | 22 |
| 36-45 | 44 | 25 |
| 46-55 | 17 | 10 |
| Over 55 years old | 6 | 3 |
| No Response | 17 | 10 |
| Total | 173 | 99 * |

*Rounding error

The age distribution of non-returning respondents is very similar to that of the entire student body. Table 15 shows that almost one-third of the non-returning respondents were less than 25 years old, almost one-fourth said they are between 25-35 years old, another one-fourth gave 36-45 years old, and 10 percent each said 46-55 years old or failed to respond to this item. Former students over 55 years comprise 3 percent of those responding.

TABLE 16
NON-RETURNING RESPONDENTS
BY CURRICULUM

| CURRICULUM | | N | PCT |
|---|---|---|---|
| Unclassified | (Upgrading Skills) | 53 | 31 |
| | (Developing Skills) | 12 | 7 |
| | (Career Exploration) | 1 | 1 |
| | (Personal Satisfaction) | 17 | 10 |
| | (Non-Degree) | 2 | 1 |
| | (Pending Curriculum) | 6 | 3 |
| | (Restricted) | 4 | 2 |
| Mental Health | | 1 | 1 |
| Funeral Service | | 1 | 1 |
| Nursing | | 3 | 2 |
| Accounting | | 2 | 1 |
| Data Processing | | 12 | 7 |
| Management | | 10 | 6 |
| Business Administration | | 10 | 6 |
| Clerical Studies | | 1 | 1 |
| Secretarial Science | | 4 | 2 |
| Police Science | | 2 | 1 |
| Human Services | | 4 | 2 |
| Education | | 1 | 1 |
| Teacher Instructional Aide | | 1 | 1 |
| Child Care | | 4 | 2 |
| General Studies | | 2 | 1 |
| Science | | 1 | 1 |
| Architecture | | 2 | 1 |
| Automotive | | 2 | 1 |
| Electronics | | 12 | 7 |
| General Engineering | | 1 | 1 |
| Welding | | 1 | 1 |
| No Response | | 1 | 1 |
| Total | | 173 | 103 |

Over half of the non-returning respondents were unclassified (95 or 55 percent). Other curricula in which a large number of respondents were enrolled included: Data Processing, Management, Business Administration, and Electronics.

TABLE 17
ATTENDANCE STATUS OF
NON-RETURNING STUDENTS
BY PRIMARY GOAL

| ATTENDANCE STATUS | PRIMARY GOAL | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Job-relat. Course | Degree, Certif. Diploma | Help in Career Choice | Transfer | Pers. Int. | Other | No Response | Total |
| Full-time | 6 | 30 | 2 | 2 | 1 | 0 | 15 | 56 |
| Row Pct | (11) | (54) | (3) | (3) | (2) | | (27) | (100) |
| Part-time | 56 | 23 | 2 | 5 | 21 | 0 | 3 | 110 |
| Row Pct | (51) | (21) | (2) | (5) | (19) | | (2) | (100) |
| No Response | 1 | 0 | 0 | 0 | 0 | 4 | 2 | 7 |
| Row Pct | (14) | | | | | (57) | (29) | (100) |
| Total | 63 | 53 | 4 | 7 | 22 | 4 | 20 | 173 |
| Row Pct | (36) | (31) | (2) | (4) | (13) | (2) | (12) | (100) |

Table 17 gives the attendance status of non-returning students by their primary goal for enrolling. As expected, while full-time students tended to enroll to pursue a degree, certificate, or diploma (54 percent), part-time students enrolled primarily to take one or more job-related courses (51 percent), to obtain a degree, certificate, or diploma (21 percent), or to satisfy a personal interest (19 percent).

TABLE 18
ATTENDANCE STATUS OF
NON-RETURNING STUDENTS
BY EXTENT TO WHICH COURSES
ASSISTED STUDENT IN ACHIEVING GOAL

| ATTENDANCE STATUS | EXTENT TO WHICH COURSES HELPFUL | | | | | | |
|---|---|---|---|---|---|---|---|
| | Very Helpful | Somewhat Helpful | Uncer-tain | Not Very Helpful | Not At All | No Response | Total |
| Full-time | 12 | 18 | 7 | 3 | 0 | 16 | 56 |
| Row Pct | (21) | (32) | (13) | (5) | | (30) | (101) * |
| Part-time | 59 | 32 | 7 | 6 | 3 | 7 | 114 |
| Row Pct | (52) | (28) | (6) | (5) | (3) | (6) | (100) |
| No Response | 1 | 0 | 0 | 0 | 0 | 2 | 3 |
| Row Pct | (33) | | | | | (67) | (100) |
| Total | 72 | 50 | 14 | 9 | 3 | 25 | 173 |
| Row Pct | (42) | (29) | (8) | (5) | (2) | (14) | (100) |

*Rounding Error

Non-returning students were asked to rate the extent to which the courses they took assisted them in achieving their goal (See Table 18). Almost three-fourths said that the courses were either "very helpful" or "somewhat helpful," about 8 percent were "uncertain," and 7 percent said they were not very helpful" or "not helpful at all." An additional 14 percent chose not to respond to this item. Part-time students tended to be much more satisfied than full-timers. Eighty percent of the part-time students said that their courses were helpful while only 53 percent of the full-time responded favorably.

TABLE 19
ATTENDANCE STATUS OF
NON-RETURNING STUDENTS
BY SATISFACTION WITH EDUCATIONAL EXPERIENCE

| ATTENDANCE STATUS | SATISFACTION WITH EDUCATIONAL EXPERIENCE | | | | | | |
|---|---|---|---|---|---|---|---|
| | Very Satisfied | Somewhat Satisfied | Not Sure | Somewhat Dissatis. | Very Dissatis. | No Response | Total |
| Full-time | 15 | 18 | 4 | 2 | 0 | 17 | 56 |
| Row Pct | (27) | (32) | (7) | (4) | | (30) | (100) |
| Part-time | 63 | 32 | 3 | 8 | 2 | 6 | 114 |
| Row Pct | (55) | (28) | (3) | (7) | (2) | (5) | (100) |
| No Response | 1 | | | | | 2 | 3 |
| Row Pct | (33) | | | | | (67) | (100) |
| Total | 79 | 50 | 7 | 10 | 2 | 25 | 173 |
| Row Pct | (46) | (29) | (4) | (6) | (1) | (14) | (100) |

Similar responses were given when non-returning students were asked to indicate their overall satisfaction with their educational experiences at JTCC (see Table 19). Seventy-five percent said they were either "very satisfied" or somewhat satisfied," 4 percent said they were "not sure," 7 percent said they were "somewhat dissatisfied" or "very dissatisfied," and 14 percent failed to address this item. Again, proportionately, part-time students tended to be more satisfied than full-time students.

TABLE 20
RANK ORDER OF REASONS WHY STUDENTS DID NOT COME BACK
BY FULL-TIME/PART-TIME

| RANK | REASON | FULL-TIME | PART-TIME | NO DESIGNATION | TOTAL |
|---|---|---|---|---|---|
| 1 | Lack of time due to job requirements | 15 | 40 | 0 | 55 |
| | Row Pct | (27) | (73) | | (100) |
| | Col Pct | (20) | (30) | | (26) |
| 2 | Other | 11 | 26 | 0 | 37 |
| | Row Pct | (30) | (70) | | (100) |
| | Col Pct | (15) | (19) | | (18) |
| 3 | Completed course(s) that I desired to take | 1 | 30 | 0 | 31 |
| | Row Pct | (3) | (97) | | (100) |
| | Col Pct | (1) | (22) | | (15) |
| 4 | Financial Problems | 9 | 12 | 0 | 21 |
| | Row Pct | (43) | (57) | | (100) |
| | Col Pct | (12) | (9) | | (10) |
| 5 | Medical Reasons | 11 | 4 | 0 | 15 |
| | Row Pct | (73) | (27) | | (100) |
| | Col Pct | (15) | (3) | | (7) |
| 6 | Courses that I needed were not available | 3 | 11 | 0 | 14 |
| | Row Pct | (21) | (79) | | (100) |
| | Col Pct | (4) | (8) | | (7) |
| 7 | Was failing or not doing as well as I wanted to | 8 | 4 | 0 | 12 |
| | Row Pct | (67) | (33) | | (100) |
| | Col Pct | (11) | (3) | | (6) |
| 8.5 | Military Service | 6 | 2 | 1 | 9 |
| | Row Pct | (66.7) | (22.2) | (11.1) | (100) |
| | Col Pct | (8) | (1) | (50) | (4) |
| 8.5 | No longer interested in school | 7 | 2 | 0 | 9 |
| | Row Pct | (78) | (22) | | (100) |
| | Col Pct | (9) | (1) | | (4) |
| 10 | Transfer to another college | 3 | 3 | 1 | 7 |
| | Row Pct | (43) | (43) | (14) | (100.1)* |
| | Col Pct | (4) | (2) | (50) | (3) |
| | TOTAL | 74 | 134 | 2 | 210 |
| | Row Pct | (35) | (64) | (1) | (100) |
| | Col Pct | (99) | (98) | (100) | (100) |

Table 20 gives a rank order listing of reasons which prevented students from returning to the college.

Twenty percent of all full-time students and 30 percent of all part-time students who responded indicated the lack of time due to job requirements as the main reason for leaving school;

next, "other" reasons (cited by both full-time and part-time students);

completed course(s) that I desired to take (given overwhelmingly by part-time students);

financial problems (12 percent of the full-time student population gave this response);

medical reasons (3 out of every 4 such responses were given by full-time students);

course(s) that I needed were not available (stated mainly by part-time students);

was failing or not doing as well as I wanted to (this response was given by twice as many full-time students as part-time students);

no longer interested in school (78 percent of all such responses were from full-time students);

transfer to another college (cited by an equal number of full-time and part-time students).

TABLE 21
ATTENDANCE STATUS
OF NON-RETURNING STUDENTS
BY CURRENT OCCUPATION

| ATTENDANCE STATUS | OCCUPATION | | | | |
|---|---|---|---|---|---|
| | In School | Working | Unemployed | No Response | Total |
| Full-time | 3 | 26 | 13 | 14 | 56 |
| Row Pct | (5) | (46) | (23) | (25) | (99) * |
| Part-time | 5 | 93 | 12 | 4 | 114 |
| Row Pct | (4) | (82) | (11) | (4) | (101) * |
| No Response | 0 | 1 | 0 | 2 | 3 |
| Row Pct | | (33) | | (67) | (100) |
| Total | 8 | 120 | 25 | 20 | 173 |
| Row Pct | (5) | (69) | (14) | (12) | (100) |

*Rounding error

The occupation of non-returning students by full- and part-time is shown in Table 21. Overall, almost 70 percent of the former students said they are working, 14 percent said they are unemployed, 12 percent gave no response, and 5 percent said they are in school. One of the biggest distinctions in full- and part-time students was in the percentage who are working. While 82 percent of the part-timers said they are currently employed, only 46 percent of the full-timers indicated they are working.

TABLE 22
ATTENDANCE STATUS
OF NON-RETURNING STUDENTS
BY PROMOTION

| ATTENDANCE STATUS | PROMOTION | | | |
|---|---|---|---|---|
| | Yes | No | No Response | Total |
| Full-time | 1 | 19 | 36 | 56 |
| Row Pct | (2) | (34) | (64) | (100) |
| Part-time | 9 | 71 | 34 | 114 |
| Row Pct | (8) | (62) | (30) | (100) |
| No Response | 0 | 0 | 3 | 3 |
| Row Pct | | | (100) | (100) |
| Total | 10 | 90 | 73 | 173 |
| Row Pct | (6) | (52) | (42) | (100) |

Although only 6 percent of the respondents said they had received promotions due to courses completed at the College, several students cited other benefits (see Comments). Overall, 52 percent of those responding said they had not received a promotion while 42 percent did not respond to this item. Distinctions were not noteworthy by full- or part-time student status.

TABLE 23
ATTENDANCE STATUS
OF NON-RETURNING STUDENTS
BY SCHOOL STATUS

| ATTENDANCE STATUS | SCHOOL STATUS | | | |
|---|---|---|---|---|
| | Full-time | Part-time | No Response | Total |
| Full-time | 2 | 1 | 53 | 56 |
| Row Pct | (4) | (2) | (95) | (101)* |
| Part-time | 2 | 7 | 105 | 114 |
| Row Pct | (2) | (6) | (92) | (100) |
| No Response | | 1 | 2 | 3 |
| Row Pct | | (33) | (67) | (100) |
| Total | 4 | 9 | 160 | 173 |
| Row Pct | (2) | (5) | (92) | (99)* |

*Rounding Error

When asked to indicate their status in school, only 13 or 7 percent said they are enrolled full- or part-time. This includes only 2 percent who are in school on a full-time basis and 5 percent who are part-time. The overwhelming majority, 92 percent, gave no response to this item, presumably because they are not in school.

TABLE 24
ATTENDANCE STATUS
OF NON-RETURNING STUDENTS
BY WORK STATUS

| ATTENDANCE STATUS | WORK STATUS | | | |
|---|---|---|---|---|
| | Full-time | Part-time | No Response | Total |
| Full-time | 18 | 8 | 30 | 56 |
| Row Pct | (32) | (14) | (54) | (100) |
| Part-time | 84 | 10 | 20 | 114 |
| Row Pct | (74) | (9) | (18) | (101)* |
| No Response | 0 | 1 | 2 | 3 |
| Row Pct | | (33) | (67) | (100) |
| Total | 102 | 19 | 52 | 173 |
| Row Pct | (59) | (11) | (30) | (100) |

*Rounding error

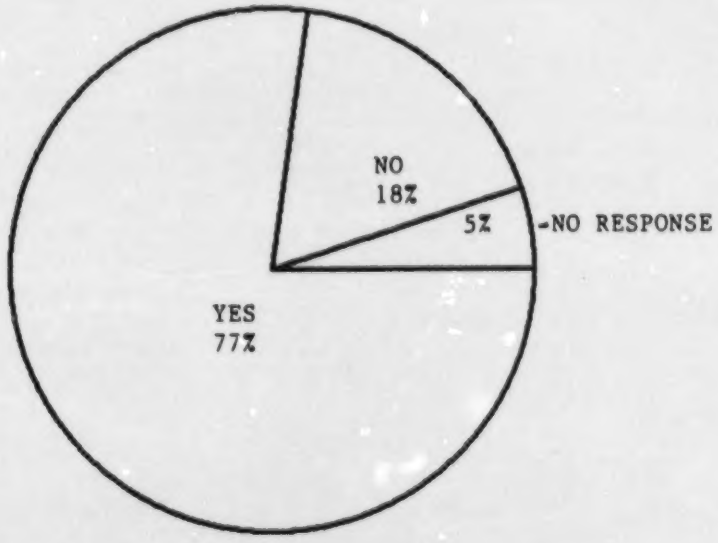
Overall, about 60 percent of all respondents indicated they are working full-time, 11 percent indicated part-time status, and 30 percent gave no response to this item. Even more revealing is the breakdown of full- or part-time work by full- or part-time attendance at JTCC. Almost three-fourths of those who were enrolled part-time said they were working full-time while about one-third of the full-time students said they were working on a full-time basis. Over half of the full-time students gave no response to this item while 18 percent of the part-timers failed to respond. Comparatively, a small percentage indicated part-time work: 14 percent of the former full-time students and 9 percent of the part-time students.

TABLE 25
ATTENDANCE STATUS
OF NON-RETURNING STUDENTS
BY PLANS TO RETURN

| ATTENDANCE STATUS | PLAN TO RETURN | | | |
|---|---|---|---|---|
| | Yes | No | No Response | Total |
| Full-time | 41 | 11 | 4 | 56 |
| Row Pct | (73) | (20) | (7) | (100) |
| Part-time | 91 | 19 | 4 | 114 |
| Row Pct | (80) | (17) | (4) | (101)* |
| No Response | 1 | 1 | 1 | 3 |
| Row Pct | (33) | (33) | (33) | (99)* |
| Total | 133 | 31 | 9 | 173 |
| Row Pct | (77) | (18) | (5) | (100) |

*Rounding error

When asked if they plan to return to the College, 77 percent said "yes," 18 percent said "no," and 5 percent did not address this item. A surprising observation is that full-timers responded very similar to part-timers: 73 percent of the full-time students and 80 percent of the part-timers said they plan to return.




DO YOU PLAN TO RETURN TO JTCC AT A LATER DATE?

COMMENTS
NON-RETURNING STUDENT SURVEY
SPRING 1985

WHAT WAS YOUR PRIMARY GOAL IN ATTENDING JOHN TYLER COMMUNITY COLLEGE?

021 UPGRADING SKILLS
- To update skills.
- Renewal of teaching certification.
- I took course to give me a better background in the field I am pursuing.

027 HIGH SCHOOL STUDENT
- Teacher from JTCC taught Physics course at student's high school.

276 SECRETARIAL SCIENCE
- To finish what I started years ago.

DID THE COURSES YOU TOOK AT JTCC ASSIST YOU IN ACHIEVING YOUR GOAL?

021 UPGRADING SKILLS
- Not yet, still working toward goal.

OVERALL, HOW WOULD YOU DESCRIBE YOUR FEELINGS CONCERNING YOUR EDUCATIONAL EXPERIENCE AT JTCC?

024 PERSONAL SATISFACTION
- Respondent circled "Somewhat dissatisfied" and added, "Meeting place not specific, very confusing at first. Administrative problems.

026 BUSINESS MANAGEMENT
- Respondent circled "Somewhat dissatisfied" and added, "with courses not transferring."

REASONS WHICH MAY HAVE PREVENTED YOU FROM ATTENDING COLLEGE THIS QUARTER:

021 UPGRADING SKILLS
- Opened new business. Plan to attend in fall.
- Course was offered at worksite. Already have Master's degree.
- Already have a degree
- Not a student. Attended seminar.
- Lack of time because of two daughters graduating.
- Need more math background.
- State provided the course.
- Student already has a degree. Course was taught at workplace.
- Circled "Transfer to another College" and wrote in "Mosby Flint School of Real Estate"

022 DEVELOPING SKILLS
- Lack of time
- Undecided about career choice.
- Just interested in exercise class.
- Family occupied too much time.

023 CAREER EXPLORATION
- Transferred to UVA (student was taking classes at John Tyler while he was helping father, who is a paraplegic).

024 PERSONAL SATISFACTION
- Circled "lack of time due to job requirements" and added, "plus other personal interests.
- Transferred to Richmond Tech
- Personal reasons.
- Got married
- Too many personal activities this time of year

028 PENDING CURRICULUM
- Lack of time.

029 RESTRICTED ENROLLMENT
- Getting married this summer. Plan to return in fall.
- Grant checks were late. This could prevent me from returning.

154 MENTAL HEALTH
- Graduated

156 NURSING
- Graduated

203 ACCOUNTING
- Suspended
- Lack of time (family commitments)

212 BUSINESS MANAGEMENT
- The courses were very high school and boring.
- Student was married this quarter, but plans to return next quarter.

213 BUSINESS ADMINISTRATION
- Answered "Medical reasons" and stated that he had contracted bad case of chicken pox and planned to return in fall (mother answered).
- Family member had medical problems.

218 CLERK TYPIST
- Lack of time. (Unemployed single parent who might return to school when daughter is in school.)

276 SECRETARIAL SCIENCE
- Extended ELI courses to 22 weeks.
- Transferred to another college - Richard Bland
- Breathing space.

46/ POLICE SCIENCE
- Graduated
- Graduated

625 EDUCATION
- Home responsibilities

634 CHILD CARE
- Retired from the military and hoped the military would subsidize tuition, but didn't qualify.
- Nine children

941 ELECTRONICS
- At this time I am not very interested in electronics.
- Moved to Washington state or Oregon (Stepfather said)
- Way it was being taught, I couldn't do well on tests.
- Can't make day or evening classes due to change in working hours.

COLLEGES NOW ATTENDED:

021 UPGRADING SKILLS
Virginia Commonwealth University (2)

028 PENDING CURRICULUM
John Tyler Community College (Clerk Typist)

212 ACCOUNTING
Mosby Fling School of Real Estate

213 BUSINESS ADMINISTRATION
Virginia Commonwealth University

276 SECRETARIAL SCIENCE
John Tyler Community College (Secretarial Science)
Richard Bland (student chose to transfer to this college because it was close to where he worked)

480 HUMAN SERVICES
John Tyler Community College (temporarily out for medical reasons)

880 PRE SCIENCE
J. Sargeant Reynolds

968 GENERAL ENGINEERING TECHNOLOGY
Virginia Commonwealth University

EMPLOYERS OF FORMER STUDENTS:

021 - UPGRADING SKILLS
Housewife
Virginia Medical Center (Computer Application)
U. S. Army - Civilian
Public School Teacher (Computer Course)
Bank of Surry & Sussex Virginia Department of Military Affairs (Criminal Justice)
VEPCO (Welding)
Hercules, Inc., Hopewell (DAPR)
Virginia Cooperative Extension Service
Austin-Brockenbrough & Associates (Computer Science)
Old Dominion Fertilizer, West Point, Va. (Computers)

CCP Manufacturing Corp. (Business)
Fort Lee (Liberal Arts)
Temporary Agency (Secretarial Science) Hopewell Public Schools (Data Processing)
Battlefield Park Convalescent Center
Dinwiddie County School System (Data Processing)
Chesterfield County
McGuire Hospital
Henrico County
Virginia Power
Contract Interiors, Inc. (Owned by student)
Holiday Inn
Contract designer/install
Savings & Loan
Loan Teller
Construction/carpenter
Engineering
Chesterfield County
Tri Cities Installation
Chesterfield County Parks & Recreation
DuPont (supervisor)
Hopewell High School
Chesterfield County Library
Chesterfield County
Dinwiddie school library
Hopewell High School
Teacher
General contractor
Supervisor (metal fabrication)
Industrial Power Transmission
Teacher
Security Management
Water Treatment Plant
Allied Corporation (shift work)
Manager, branch of savings & loan
Chesterfield Planning Department

022 DEVELOPING SKILLS
U. S. Postal Service
Registered Occupational Therapist
Draftsperson for Electrical Engineering, Engineer's Aide
Bank Teller, United Virginia Bank
Teacher

024 PERSONAL SATISFACTION
Commonwealth of Virginia, Consolidated Labs
Lee Laboratory
Retired
Petersburg High School
Allied Corp.
Drives a truck for Macke

026 TRANSFER
Irving Henshaw (Builder)
Secretary

Construction worker
Clerical (doctor's office)
Real Estate Sales
Office Manager
VEPCO
Accounting Supervisor
Teacher

028 PENDING CURRICULUM
Golden Corral
Westport Trans. Inc.
Auto & body repaid
Security work

029 RESTRICTED ENROLLMENT
Southside Virginia Training School

154 MENTAL HEALTH
Food Service

155 FUNERAL SERVICE
Nursing Home

156 NURSING
McGuire Hospital

203 ACCOUNTING
Accounting analyst

209 DATA PROCESSING TECHNOLOGY
Heritage Savings & Loan
Atkins Lighting Center
Central State Hospital
Virginia Department of Highways & Transportation
Colonial Savings & Loan
Bartender (changing major to Beverage Marketing)
Printer
Ukrops
Secretary, & Hallmark

212 BUSINESS MANAGEMENT
In my home.
Ramada Inn
Manage a store.
Secretary
Owns a computer business.

213 BUSINESS ADMINISTRATION
Sylvester's Restaurant & Treasure Island
Bookkeeper

276 SECRETARIAL SCIENCE
Manpower (part-time, seeking full-time)
Home Shop

464 POLICE SCIENCE
Chesterfield County Police
Law enforcement

480 HUMAN SERVICES
Tennell Collections (temporarily out for medical reasons)
Hardee's (2)

625 EDUCATION
Chesterfield County Schools

634 CHILD CARE
Owns a day care center
Day care center
South Hopewell Day Care

699 GENERAL STUDIES
Golden Steak Restaurant
Landscape Business (owns)

941 ELECTRONICS
Richmond Ear & Eye Hospital
Golden Corral Family Steak House
Golden Corral
Computer repair
Electronics repair and installation, & UPS part time.
Cook
Pharmacist

968 GENERAL ENGINEERING
Chesapeake Rim & Wheel

995 WELDING
For a contractor for C & P Telephone Co.

HAVE YOU RECEIVED A PROMOTION DUE TO COURSES COMPLETED AT JTCC?
- No, but have earned extra money.

DO YOU PLAN TO RETURN TO JTCC AT A LATER DATE?

021 - UPGRADING SKILLS
- One student commented that he planned to return "if right courses offered at right location."
- Student had attended seminar. Felt that age and educational background in math were a disadvantage to her.
- Answered "yes," and commented that more courses are being designed to help his department (DuPont).
- Answered "yes" and added, "Maybe some off campus courses. Going to JTCC involved 60 miles of driving time."
- Yes, if they offer another course. (Student works for the State.)
- Maybe, if I make a decision about what courses to take. I don't know where I want to go.
- Next quarter.

213 - BUSINESS ADMINISTRATION
- Yes, If I come up with the money.

DESCRIBE WAYS IN WHICH JTCC MIGHT IMPROVE ITS PROGRAMS OR SERVICES TO FUTURE STUDENTS.

021 UPGRADING SKILLS
- Need Fortran & Advanced Basic courses.
- I never received my grades from my short course nor a listing of courses for the next quarter, so I did not realize I had missed a session.
- Photography lab overcrowded, in need or repairs, and short on supplies.
- I don't feel that the teacher instructed a computer programming course.
- Course did not cover enough in 10 weeks. Would have liked the course to have been two weeks longer.
- Don't feel qualified to make a suggestion because of attending just a seminar.
- Took a course at the county library (seminar).
- Commented that JTCC came to them (DuPont)
- Have more photography classes for people who are pursuing it as a hobby (example: handling the camera itself) rather than spending so much time in the darkroom developing film.
- Offer more courses to help teachers (Example: Computer Literacy). JTCC is more convenient than VCU.
- Keep in mind senior citizens and retired people who might like to take a class (Example: Art Appreciation). Already have degree. Course offered through library. (Chesterfield Library employee)
- John Tyler came to my workplace to teach class.
- Felt that the class was not correctly described. Would not have taken the class if I had known what it was. Thought it was a programming class.
- I was not prepared for course in the beginning. I needed more math. Industrial Drawing class was over my head. Instructor's fine. Atmosphere fine.
- Thought the school was very good.
- Thought the course was excellent. Teachers bent over backwards to be helpful.
- School needs to have the same class running in the morning exactly like the evening class so that people who work on shifts can attend without problems. Also, when school hires a replacement teacher, he should be monitored to see if he is having problems.
- The textbook was not suited for the class being taught (Flowcharting & Logic).

022 DEVELOPING SKILLS
- Offer more history courses at Watkins Annex in evening. A local history course would be welcome.
- Word Processing - More instruction on the machine rather than sitting down with a manual.
- Very pleased with John Tyler.
- John Tyler did just fine.
- Offer more classes at the Watkins Annex.
- More variety at the Watkins Annex (example: art classes). Would like to pick up another specialty to add to teaching degree.

024 PERSONAL SATISFACTION
- Due to the increase of interest in computers in the home & workplace, for part-time students (especially night students) need more courses (i.e., those offered during day classes only) - D Base is an example.
- I would like to come back if the course is taught by the same professor, Dr. Hiedemann. He was brilliant and made the course very interesting--the way he presented it, bringing in other countries, etc. I've heard the course will be dropped and other students going for an interior design degree will have to go elsewhere to complete their studies. I hope it will be offered with Dr. Hiedemann in the fall.
- A few classes were cancelled because of snow. Those classes should have been made up as I paid for them. Also, a wider range of commercial construction courses should be offered.
- With my busy schedule, the cancelling of the class at the last minute was a real burden.
- Course was too general. Needed more theory to understand air conditioning more fully.
- Earlier notification of classes being cancelled.
- The school had nothing to do with the reasons for my dropping out (cited personal reasons in Part II).
- I feel I was rushed through my typing class. Also, the classroom was only available one other night during the week to practice. Classroom should have been open on the weekend.
- Photography course not set up well for evening students. Teacher did not teach the class very well, I was bored.
- Have more courses start at 6:00 rather than 7:00.
- Expand courses at Watkins Annex.

028 PENDING CURRICULUM
- Was suspended for a year because of a cheating incident and feel this is too long a period. Also, received an F in another class because the teacher heard of the cheating. I feel this was unfair.
- Mother answered and said she thought student planned to return to John Tyler if she didn't get married. Student is in the military reserves and out of state at the present time.
- I felt teacher did not go by the book, which made it hard for me to follow. Other students shared my feelings.
- I dropped out of school before finishing the quarter and can't really evaluate my class because of this. I had no complaints while attending.

029 RESTRICTED ENROLLMENT
- Classes didn't correlate with other colleges in the nursing program. I only have one class left to take, but if I wanted to transfer to J. Sargeant Reynolds I would have to take four extra classes to graduate.

156 NURSING
- Need more counseling for the emotional needs of nursing students.

203 ACCOUNTING
- Very impressed with school/course.

209 DATA PROCESSING TECHNOLOGY
- Wider selection of courses at evening school. - When changing major to Beverage Marketing, I found that the classes were only offered at night.

Need day Beverage Marketing courses.
- While in Data Processing, towards the end of the quarter there was a backlog of programs to be run. I suggest the school get another printer.
- Offer the same classes each quarter. Had to wait for the classes I need.
- Need to advance data processing by teaching what will be actually out in industry. Need Operation or Information System courses. Need a wider variety of data processing courses, not just programming courses.
- Classes that I needed were always being cancelled because not enough people had signed up. I plan to return at night and hope that the classes will not be cancelled as often.
- Offer the same class at different times during the day rather than only once a day.
- Questions answered by mother. Student already has a degree but plans to take extra courses when he can.

212 BUSINESS MANAGEMENT
- Offer more self-study courses.
- Upgrade the material. I did not go to class or become interested because I'd had the material in high school.
- Don't feel I've taken enough courses to make any comment.

213 BUSINESS ADMINISTRATION
- Very pleased.
- Provide courses at Petersburg Federal Prison Camp. There is no higher education program out here. (Respondent was in prison.)
- Thought it was pretty good.
- Had to wait too long in line at the bookstore at the beginning of the quarter.
- Lower tuition.
- The student's landlord provided information because student was working. Landlord said the student was very disappointed because he could not attend school due to financial problems.

276 SECRETARIAL SCIENCE
- I really like ELI courses - need more in Secretarial Science field, though, each quarter.
- I was disappointed with the Business Law class. On a number of occasions the class started late and let out early. Felt that the teacher did not take the class seriously and was hurting the reputation of the school.

464 POLICE SCIENCE
- Offer more law enforcement courses in the evening.
- Classes were sometimes cancelled due to lack of enrollment and student had to wait a couple of quarters before the class was rescheduled.

480 HUMAN SERVICES
- Mother laid off from job. Did not qualify for financial aid. Plans to return in the fall.
- Wish more courses were offered. (Example: Animal Sciences)

634 CHILD CARE
- Teachers were more than helpful. Go to high schools and let students know what is available to them at John Tyler.
- Class was not conducted on campus.

699 GENERAL STUDIES
- I plan to try to arrange job hours so I can go back to college. My boss likes what I am trying to do.

901 ARCHITECTURAL TECHNOLOGY
- Just didn't enjoy the atmosphere at John Tyler--too much like high school.

909 AUTOMOTIVE TECHNOLOGY
- Very pleased with the school and plans to return.
- Father said student was away because of serving in the Reserves. He thinks student will return to John Tyler.

941 ELECTRONICS
- Doing just fine
- Father said student is working now and planning to attend VCU in the fall.
- Student did not have transportation to attend school, but probably will return later.
- Student's job involves traveling but he plans to return in the fall (according to wife.)
- No suggestions for improvement--liked the school.
- Some of the math courses were not relevant to the field student was in.

968 GENERAL ENGINEERING TECHNOLOGY
- Make some night classes day classes. Had to take too many night classes.

995 WELDING
- No comment. JTCC has a great career program.

## FINDINGS AND RECOMMENDATIONS

Below is a summary of the principal findings of this study:

1. Proportionately, males tended to drop out at a higher rate than females, especially full-time males.

2. A much greater proportion of black full-time students dropped out compared to their representation in the population.

3. The City of Petersburg had more full-time drop-outs (proportionately) than any other city or county.

4. Curricula areas with the largest percentage of full-time dropouts were: Pending Curriculum, Electronics, Data Processing, Management, Business Administration, and Human Services.

5. Unclassified students accounted for over half of all students who dropped out. Overall, a large number of curricula students were enrolled in: Data Processing, Management, Business Administration, and Electronics.

6. Over half of the part-time student drop-outs who responded indicated that when they were last enrolled they were taking one 3-hour course.

7. Full-time students who dropped out tended to give "pursuit of a degree, certificate, or diploma" as their goal, whereas part-timers cited "taking one or more job-related courses."

8. Almost three-fourths of the students who responded to the survey said that their courses were helpful and they were satisfied with their educational experience, 80 percent of whom were part-time students and 53 percent who were full-time.

9. While almost 70 percent of the former students said they are working on a full- or part-time basis, only 5 percent said they are in school (full- or part-time). An additional 14 percent said they are unemployed while the remainder did not address this item.

10. Of those working, 60 percent said they are full-time. However, only 6 percent said they had received a promotion due to courses completed at the College.

11. Overall, 77 percent of the former students said they plan to return to JTCC. This number includes 73 percent of full-time students and 80 percent of the part-timers.

12. When asked to describe ways in which JTCC might improve its programs and services, several respondents said "offer more courses at Watkins Annex," "reduce course cancellations," and "offer a more flexible schedule (days and times)."

Following are recommendations based on the findings above:

1. That the Division Chairmen and Counseling Center staff evaluate the extent to which GENL 100 (Orientation) has been successful in providing students with information they need to do college work. (It may be that each department should consider supplementing the Orientation course by providing relevant information in one or two of its introductory courses.)

2. That the Dean of Academic and Student Services consider strengthening the College's Early Alert System by establishing an Early Alert Task Force. This group could be comprised of a small number of persons on the Retention Standing Committee.

3. That the College investigate creative ways to strengthen advising and scheduling by implementing as many recommendations as possible from the two task force reports on Student Advising and Class Scheduling.

4. That the development of a Student Tracking System become a collegewide priority item, especially for full-time students, utilizing the expertise of counselors and faculty.

5. That the College contact every student who drops/stops out to (1) determine if they were satisfied with the College's programs and services; and (2) provide information concerning new courses, programs, and services. The implementation of this task will require delegation to an office that has support staff and electronic data processing capability.

## REFERENCES


[1]Abrams, Helene G., and Louise Podojil Jernigan, "Academic Support Services and the Success of High-Risk College Students," American Educational Research Journal, September (1984) 270.

[2]Beal, Philip E. and Lee Noel, "What Works in Student Retention," National Association Student Personnel Administrators Forum, Vol. 1, No. 2, September 1980.

[3]Behrman, Jay A., Veronica J. Dark, and Stephen G. Paul, "The Effects of a Structured Learning-Skills Intervention on Long-Term Academic Performance," Journal of College Student Personnel, July (1984) 328.

[4]Bell, Clayton, Jr., "Grades As A Predictor of Attrition," Community College Review, Vol. 12, No. 2, (1983) p. 18 .

[5]Bynum, Jack E. and William E. Thompson, "Dropouts, Stopouts, and Persisters: The Effects of Race and Sex Composition of College Classes," College and University, Fall (1983) 40.

[6]Heaton, Kent, "A Guided Studies Program: For Underachieving Students at the Community College." Unpublished Doctoral Dissertation., Brigham Young University, 1978.

[7]Keim, Marybelle C., "Retention," (1981) p. 91.

[8]Melton, Robert B., Thomas B. Scott, and William A. Bryan, "Precollege Characteristics and Early College Experiences as Predictors of Freshman Year Persistence," Journal of College Student Personnel, January (1984) 53.

[9]Miller, Elaine King, "The Retention Connection: The Learning Center and the Community College," Journal of College Student Personnel, July (1982), 357.

[10]Prola, Max and Daniel Stern, "The Effect of a Freshman Orientation Program on Student Leadership and Academic Persistence," Journal of College Student Personnel, September (1984), 472.

[11]Rounds, Jeanine Crandall, Attrition and Retention of Community College Students: Problems and Promising Practices, Spring, 29 1984, p. 22.

[12]Watkins, C. Edward, Jr., "Project Retain: A Client-Centered Approach to Student Retention," Journal of College Student Personnel, January (1983), 81.

[13]Watkins, Linda M., "Losing Ground," The Wall Street Journal, 29 May 1985, p. 1, col 1.

# APPENDIX

JOHN TYLER COMMUNITY COLLEGE
Chester, Virginia 23831

Dear Former Student:

Our records indicate that you did not return to John Tyler Community College this quarter. We are interested in finding out if you accomplished your objective for coming. Your comments will also assist us in improving our courses, programs, and services to better meet the needs of future students.

Won't you help us by taking a few moments to respond to the items below? Your responses will be treated confidentially and summarized along with those from other former JTCC students.

Please circle (1) as many items as you desire and provide comments where appropriate.

Thank you for your cooperation.

F. W. Nicholas, Sr.
President, JTCC

## PART I—GENERAL INFORMATION

cc 5

1. Sex
   (1) Male
   (2) Female

cc 6

2. Ethnic Status
   (1) White
   (2) Black
   (3) American Indian & Alaskan Native
   (4) Asian & Pacific Islander
   (5) Hispanic
   (6) Other_____
   (Please specify)

47

cc 7

3. Age
   (1) Less than 25 years old
   (2) 25-35 years old
   (3) 36-45 years old
   (4) 46-55 years old
   (5) Over 55 years old

cc 8-10

4. Program of Study_____

cc 11

5. Status
   (1) Full time (12 credits or more)
   (2) Part time (less than 12 credits)

If part time, indicate number of credits taken when last enrolled. _____

cc 14

6. What was your *primary* goal in attending John Tyler Community College?
   (1) To take one or more job related courses
   (2) To obtain a degree, certificate, or diploma
   (3) To take a few courses to help me make a career choice
   (4) To complete a few courses in order to transfer to another college
   (5) To satisfy a personal interest
   (6) Other_____
   (Please specify)

15 7. Did the course(s) you took at JTCC assist you in achieving your goal?
(1) Yes, very helpful
(2) Yes, somewhat helpful
(3) Uncertain
(4) No, not very helpful
(5) Not helpful at all

cc
16 8. Overall, how would you describe your feelings concerning your educational experience at JTCC?
(1) Very satisfied
(2) Somewhat satisfied
(3) Not sure
(4) Somewhat dissatisfied
(5) Very dissatisfied

**PART II—The following is a list of reasons which may have prevented you from attending college this quarter. Please circle as many items as are applicable and provide comments where appropriate.**

cc
17 (1) Courses that I needed were not available
18 (2) Was failing or not doing as well as I wanted to do
19 (3) Completed course(s) that I desired to take
20 (4) Lack of time due to job requirements
21 (5) Financial problems
22 (6) Medical reasons
23 (7) Military Service
24 (8) Transfer to another college_____
(Please specify college/university)
25 (9) No longer interested in school
26 (0) Other_____
(Please specify)

**PART III—EMPLOYMENT/SCHOOL STATUS**

cc 27 1. What are you currently doing?
(1) In school_____
(Name of institution)
(2) Working_____
(Place of employment)
(3) Unemployed

cc 28 2. Have you received a promotion due to courses completed at JTCC?
(1) Yes
(2) No

cc 29 3. If in school, are you
(1) Full time
(2) Part time

cc 30 4. If working, are you
(1) Full time
(2) Part time

cc 31 5. Do you plan to return to JTCC at a later date:
(1) Yes
(2) No

**PART IV—Describe ways in which JTCC might improve its programs or services to future students.**

| ATTENTION: | Before mailing, please fold so that the self addressed, postage paid permit information is shown on the outside. No envelope is needed—simply drop in the mailbox. |
|---|---|

*Thank you kindly for your assistance.* 11/83

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
OCT 4 1985